

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5366** | **EDLD 5366 Digital Graphics** | **12 hours** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | The Digital Graphics and Web Design has taught me so much about additional useful technology tools. In Week 1, we were introduced to the principles of design. This assignment helped us learn to identify the principles in three graphic designs. We analyzed three types of design products: a website, an infographic, and a poster. We were able to use a table to record our analysis of each of the three graphic design examples. We also used the table to record an example of each principle.  We took time to investigate ancient manuscripts and books that we used to give us insight into the history of graphic communication and how these principles of design were used in early manuscripts. We wrote a 100 word reflection and posted to our wiki site.  We learned that the British Library site is an amazing site where we can take time to reflect on beautiful books and manuscripts that have been written and illustrated over the years. It allowed us time to turn back the pages of time and view ancient writings that were illustrated with such deep grace and symbolism. The manuscript I selected was written around the 1230’s and had beautiful illustrations.  I created a poster and in creating this poster product about our upcoming district technology in-service day I used colorful and vivid clip art, word art, and images to create my final product.  During week three, our team created a Web Site where we developed a home page containing our group logo and our site overview, a parent page, a regular education teacher page, a special education teacher page, a how-to page, and a cyber ethics page which included the Creative Commons Information. We brainstormed in creating our personal logo about words and goals that described us as a person, a teacher, and a learner. We utilized the design principles to evoke the descriptive works for the design of the logo. We focused on various colors, layouts, and other elements that we could incorporate into our logo. We used the design elements and principles of contrast, repetition, alignment, and proximity to incorporate into the logo. We then described and outlined how the logo reflected us as a person, a teacher, and a learner.  During the next week we used [www.scatch.com](http://www.scatch.com/) to create an animation project including at least ten moves or steps. I learned a great deal during this animation project. At the end of the week we uploaded this animation project to our online Wiki and Blog sites.  During the fourth week we completed the creation of our group Google Site with our group incorporating the design principles of our group logo. We further developed those six pages of our web site with a home page containing our logo and an overview of the site. The parent page contained resources related to the integration of teaching, learning, and technology. The site also contained a regular education teacher page providing technology resources and research on current uses of technology and a special needs teacher page that provided resources and current research on various uses of technology useful for special needs students. We also included a how to page for teachers and student that described our animation project with instructions for at least two other Web 2.0 tools with instructions. Finally, we included a digital ethics page to provide resources for digital citizenship, ethical uses of technology, and creative common license. We allowed for an option on our site for others to provide feedback and comments on each of the pages.  The Digital graphics and web site design course definitely provided an opportunity to utilize many new Web 2.0 technology tools and a collaborative group opportunity to create a site working with others on new and innovative methods to work with other teachers and students to help make us better educators. |